

DOMINICAN REPUBLIC

**MONITORING AND EVALUATION
SYSTEM
FOR EDUCATIONAL EQUALITY**

**ACTIVITIES, TIMELINE AND COST
ANALYSIS**

SEPTEMBER 26, 2002

**Basic Education and Policy Support (BEPS) Activity
Contract No. HNE-I-00-00-00038-00**

**DOMINICAN REPUBLIC MONITORING & EVALUATION
SYSTEM FOR EDUCATIONAL QUALITY
Activities, Timeline and Cost Analysis
09.26.02**

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Background and Rationale

The current USAID/DR educational policy reform strategy focuses on quality. Policy makers and other actors in Dominican education have concluded (as have their peers in a number of other countries) that educational evaluation must serve to indicate the educational inputs and processes best suited to achieve quality educational outcomes.

However, the Dominican educational system lacks a clear policy dictating how evaluation results can and should be used for improving quality. It also lacks an evaluation system – as only an end-of-cycle test in elementary school and a school-leaving test in secondary school currently exist.

Thus, there are currently no systems of measures or indicators, which the Dominican SEE (Secretaría de Estado de Educación), the US AID mission, NGOs or any other actor in the educational system can use to aid in decisions concerning whether initiatives currently underway should be continued, improved, expanded, or reduced. Nor do they have resources to appraise whether new programs and initiatives merit consideration. Neither are data available to help increase the effectiveness of the management of current educational initiatives, nor to meet even the most limited standards of accountability regarding opportunities to learn or student outcomes.

Objective of this activity:

The activity outlined below suggests methods to strengthen current efforts and develop new capabilities in the technical aspects of creating and using evaluation data for decision-making that will improve educational quality. These capabilities should reside not only in the public (SEE) sector, but also in the non-governmental sector (educational NGOs and institutions of higher education, primarily).

The activity described in this document follows up on previous assessments conducted by Creative Associates International, on current SEE efforts in evaluation, and on the USAID school sponsorship program with a view to the development a comprehensive evaluation system for USAID initiatives, and to assist the development of educational evaluation capabilities for the

Dominican education system. Building these capabilities will provide a vital link between reform goals and outcomes that turns mere testing into more solid educational evaluation. The activity will provide public and private sectors of educational leadership in DR both technical assistance in indicators and evaluation and also assist in the development of local capabilities to collect, analyze and disseminate information on the nature of opportunities in the educational system, the roles of key agencies and actors, and the accomplishments of students. This information will be available and of use to the stakeholders in the reform process interested in quality education.

This document presents a description of the activities to be conducted in this project, specifies personnel and equipment requirements, and details the results of a cost analysis. In addition, performance monitoring plans and a timeline are specified.

The core of the activity is an assessment of the impact on student educational opportunities and learning of three initiatives in basic education: 1) schools sponsored by the Fundación Falconbridge; 2) Schools aided by the Global Food For Education Initiative (GFFEI); and schools participating in the new USAID school sponsorship program, beginning in the Dominican 2002-2003 academic year. For ease of exposition, this document will refer to the preceding three programs / initiatives as the '*evaluation group*'. The group of schools representing Dominican public and private basic schools not benefited through either of these programs, will be referred to as the '*comparison group*'.

Activities

The evaluation activity outline will develop a system of measures in reference to three interlocking dimensions of schooling:

- Achievement and learning,
- Educational opportunities and
- Contexts for learning.

This section indicates a set of activities associated with each of these dimensions – however, at the same time a set of tools will be specified to insure that all measures will be aligned so that analytical models that integrate these dimensions will be possible. Additionally, activities in each dimension will include a set of varied institutional and individual actors in accordance with the project objective of attempting to ensure a wide base of social actors have opportunities to become conversant – and indeed perhaps develop expertise – in the technical areas of the project.

1. Dimension One: Achievement and learning

1.1. Objectives

- 1.1.1. The measurement of learning from grades 4 through 8 in a representative sample of evaluation and comparison group schools. These measures will be in sub-areas or specific topics of the Mathematics and Spanish-language intended curriculum, determined through the analysis of all pertinent curricular documents in the Dominican Republic. Each topic to be measured by a sufficient number of items (maybe 8 to 10) to provide an adequate sample of potential performances or levels of performance to make defensible inferences regarding particular levels of proficiency attained in each curricular sub-area or topic¹.
- 1.1.2. Strengthen Ministerial and NGO capabilities in achievement and learning measurement and analysis.
- 1.1.3. Strengthen Ministerial and NGO capabilities in the consumption and use of evaluation information for agenda-setting and policy formulation.
- 1.1.4. Strengthen School-level capabilities in consumption and use of evaluation information for administrative decision-making in evaluation and comparison group schools.
- 1.1.5. Strengthen Teacher-level capabilities in consumption and use of evaluation information for instructional decision-making in evaluation and comparison group schools.

1.2. Actions:

- 1.2.1. Development of a sampling frame of evaluation and comparison group schools. Specific grades and assessment calendar will be decided in the first months of the project.
- 1.2.2. Development of a sampling frame for the purpose of drawing a sample representative of students in Grade 4. This frame will be used

¹ The matter of the selection of a comparison group of Dominican public and private schools will be made in the first months of this activity. The question will be whether the comparison group will be representative of all Dominican schools, or of those departments in which the evaluated programs are operating -- these would appear to be, for the case of Falconbridge Foundation Schools the Departments of La Vega and Monseñor Nouel; in the case of the Global Food for Education Initiative the Departments of Monte Plata, Hato Mayor – and eastward; and for the new-school sponsorship program, the Distrito Nacional, Santiago and to the North of Santiago

to draw 2 samples of Grade 4 students, one for evaluation group and another for comparison group schools – these will be 2 cohorts selected for a true-longitudinal study to be termed Longitudinal Study Student Sample (LS³).

- 1.2.3. An Analytical Curriculum Framework (ACF) will be developed based upon the ‘Transformación Curricular’ and the ‘competencias’ defined by the Ministry Curriculum Department to identify all areas of Mathematics and Spanish-language curriculum to be considered in the Achievement Test Blueprint.
- 1.2.4. The ACF will be one of three tools linking all three dimensions of the evaluation activity. The other 2 tools will be unique student and school identifiers.
- 1.2.5. The ACF will be used to conduct an analysis of the Dominican intended curriculum for grades 4 through 8 to be used in the development of the test blueprint
- 1.2.6. Tests will be developed in accordance with blueprint, with process including the establishment of an item bank
- 1.2.7. Tests will be developed with each reporting scale and item referenced to the ACF, enabling the tracking of student performance-levels for critical areas in the Mathematics and Spanish Language curricula. Tests will be developed and administered each year. All tests will have validity and reliability assessed following appropriate international standards, including those of the APA/AERA/NCME.
- 1.2.8. Statistical methods for equating and calibrating the different tests will be used to permit cross-year comparability within each assessed curricular sub-area –Item-Topic Clustering as used in TIMSS analyses, IRT scaling, and other appropriate statistical techniques will be considered.
- 1.2.9. As the focus of this activity is to concentrate on what types of proficiency students acquire in specific curricular sub areas, each test form will contain a stratified random sample of items across the content domain and some constant items to serve for calibration. The reporting of detailed data regarding curricular proficiency will take priority over reporting detailed information for specific sub-groups of the Dominican population – i.e., the sample will be drawn to be representative of evaluation and comparison group schools – with no possibility of conducting an evaluation of individual students or schools.
- 1.2.10. Tests will be administered in each of the grades, each year of the project (year 1 likely to be a test R&D year).

- 1.2.11. The study of achievement/learning will include a qualitative component, based primarily on focused classrooms observations, and perhaps videotaping, in addition to the collection of artifacts such as student homework, in-class tests/quizzes, etc.

2. Dimension Two: Educational Opportunities

2.1. Goals

- 2.1.1. Assess the quality and quantity of opportunities that students in evaluation and comparison group schools have to develop proficiencies in the assessed curricular sub-areas.
- 2.1.2. To develop an array of quantitative and qualitative indicators that are aligned with a common definition of curriculum elements (the ACF) and linked through a system of student and teacher identifiers for purposes of conducting relational analyses
- 2.1.3. To assess the impact of specific educational opportunities on student learning.

2.2. Actions

- 2.2.1. Content analysis of evaluation and comparison group school curricular elements (programs of study, school frameworks, etc) – and a sample of math / Spanish language textbooks conducted using ACF.
- 2.2.2. Design and administration of a battery of school administrator, teacher and student questionnaires to measure the relationship between the instructional materials, school organization and teachers' instructional practices with each other and achievement/learning. (This could also lead to benchmark – in mathematics - instructional practices and student attainment against common practices in the rest of the world through linked TIMSS data, if deemed desirable.)
- 2.2.3. In addition, instruments measuring structures of decision-making and other key components of educational systems will provide information on the administrative processes associated with different patterns of diffusion and penetration of specific practices promoted within the evaluation group schools and those of other interventions.
- 2.2.4. Once initial assessment of results from steps 2.2.1 through 2.2.3 are produced; school in the evaluation group could be convened to consider the import of these findings for their institutions. Resulting from weighing the evidence, evaluation group programmatic priorities (for example, in teacher in-service training or instructional materials acquisition) may be considered, and new actions taken. That is, a sub-project would be developed, likely with EDUCA in the Dominican Republic and the PREAL Grupo de Trabajo en Evaluacion

y Estandares (GTEE) to address the needs of school administrators in the use of information in the formulation of administrative decisions for the reinforcement of educational opportunity structures conducive to learning, and change in those that are not. Such a sub-project would include work with civil-society educational leaders in the use of evaluation information in education policy agenda-setting and advocacy.

- 2.2.5. These measurements should be developed in such a way as to enable yearly data collections that will permit the monitoring of change in educational opportunities. This will be especially important to gain an understanding of the penetration and diffusion of new administrative and teaching practices as new schools join the initiatives that constitute the evaluation group of schools.
- 2.2.6. Additionally, these data will provide indicators that will help us understand the diffusion of curricular innovations by providing information on teacher usage of materials, changes in teacher content goals, impact of major reform initiatives on instructional practices, etc. – contrasting these with the data on instructional materials and teaching collected at earlier periods will permit monitoring changes at the national level occurring during this period, comparison with practices in other countries will also be possible (both OECD and developing countries).
- 2.2.7. The study of achievement/learning will include a qualitative component, based primarily on focused classrooms observations, and perhaps videotaping, in addition to the collection of artifacts such as teacher lesson-plans and the syllabi of in-service workshops, etc. These data would be collected in conjunction with those collected under 1.2.10.

3. Dimension Three: Contexts for learning.

3.1. Goals

- 3.1.1. Understand the contributions and constraints that family and community characteristics place on the effectiveness of evaluation and comparison group schools.
- 3.1.2. To develop an array of indicators linked by the ACF and teacher and student identifiers to understand the contributions of these factors along with pedagogical factors to student achievement / learning, within a multivariate framework.
- 3.1.3. Latin American countries have traditionally collected a variety of data on student's family and community life and attempted to associate these with student achievement. (The regional term for

these is ‘factores asociados’). Often these are extremely detailed measures, with substantial variance, which means that when they are used in statistical analyses (mostly multivariate OLS regression) they ‘wash out’ the explanatory contribution of instructional or school variables which are measured with less precision and which consequently exhibit much less variance. The measures proposed under Dimension Two, and the fact that they will be analyzed in causal models that include learning, and not only achievement, will guard against such errors – however measures of this sort are still essential to gauge school effectiveness.

3.2. *Actions*

- 3.2.1. Develop a number of themes to focus the study of family and community life, in reference to extant international and DR literature, and interviews at selected sites. An initial set of focus themes might be: Community organizations, student participation in domestic and out-of-home work, and family dispositions toward student homework, and participation in school activities.
- 3.2.2. Based upon these themes, develop and validate a research instrument, to be administered in conjunction with achievement tests.
- 3.2.3. Based upon these themes, design a set of qualitative case studies to complement the quantitative instrument developed under 3.2.2
- 3.2.4. Both 3.2.2 and 3.2.3 will be developed to take advantage of the ACF and school, teacher and student identifiers to enable relational analyses – particularly in those areas (for example: family dispositions regarding homework) most directly linked to the content of the curriculum

Activity execution structures

1. This activity will be a partnership including the USAID Mission, two institutions of higher learning in the DR: PUCMM and INTEC, one university in the US, and three Dominican education NGOs: Fundación Falconbridge, EDUCA and Poveda.
2. All activities will require close collaboration with the General Directorates of Curriculum and Basic Education of the SEE – and with the “Pruebas Nacionales” office. Of especial importance will be permissions for access to schools, and access to curriculum expertise, testing decisions and similar information resources regarding key features of educational governance that relate to the specific characteristics of this activity.
3. The PI (Principal Investigator) will be a regular faculty member of an accredited US institution of higher education, with relevant record in evaluation, the study of educational opportunities, and Latin American (including the Dominican

- Republic) educational systems. The PI would be responsible for overall administration and conduct of the initiative, with specific administrative help to be recruited in the Dominican Republic.
4. In addition to the academic institution of the PI, two team coordination sites will be set up in the Dominican Republic – one each at the INTEC and PUCMM². These three sites will consist of a desktop computer, and other equipment, including adequate meeting space, filing and archiving space, etc. In addition to data management, analysis and reporting, the desktop computer will be equipped with appropriate Internet connections for the coordination of team activities via E-mail and real-time on-line collaboration and conferencing (such as Microsoft NetMeeting). Office space and equipment costs could be in-kind contributions of the institutions involved.
 5. The project will provide for 1 full time graduate research assistant at the US site, and for faculty mentors and research assistants at the Dominican sites. Faculty mentors will be regularly appointed faculty with relevant experience, research assistants will be active students of the participating institutions, junior faculty members, or research or technical staff persons from education NGOs and the SEE. All will be required to submit evidence of mastery of reading of technical English, in addition to the standard requirements for research assistants at each institution. It is important that relevant experience be present in the team – particularly in criterion-referenced test development and item writing, analysis. Other types of expertise are discussed in the following section.
 6. Budget for travel funds, lodging, meals and incidental expenses for the PI, faculty mentor, research assistants and a some consultants (specified subsequently in this document) will be required to finance participation in data collection and field visits.
 7. The activity evaluation team will perform all data collection, data entry and cleaning tasks.

2 These two institutions are primary candidates given the extensive work their faculties have carried out in the development of key Dominican curriculum policy instruments – including national tests, textbooks, programs of study, and the like. During the progress of the activity, other institutions may join.

Personnel and equipment requirements

Years	Item (s)	Notes
(1)	2 Laptop computers	Fieldwork data management and analysis
(1)	4 Personal Digital Assistants (PDAs) with data entry / management software	Collection of observation field notes, interviews.
(1)	3 large-screen desktop computers with cd-writeable drives, printers, internet connection, and equipped for real-time on-line collaboration and conferencing and videotape editing (including cameras) – as well as word processing, database, data entry, spreadsheet, statistical analysis, graphics, video editing, desktop publishing, collaboration and qualitative data analysis programs. (SAS, SPSS, Atlas.ti, EndNote, Microsoft Office Pro Application Suite)	The core instruments for coordination of the activity team across U Albany, PUCMM and INTEC. The use of the computers, equipped with appropriate video capability will make internet-based real-time collaboration, conferencing, and training possible – representing a substantial savings over all other communication alternatives (i.e.: telephone, video conferencing, etc.) Additionally these equipment will be used for data management, analysis and reporting.
(1)	2 Digital video cameras	Field data collection
(1)	3 High resolution desktop scanners	Collection of student work / teacher artifact data for instrument validation and main data collections
1 - 5	Phone and postal budget	
1 – 5	Miscellaneous office supplies	
1 - 5	1-2 US Graduate assistants	Precise number may vary by year / semester and in accordance with final design of project elements. Must cover two regular semesters, and summer tuition, stipend and fringes.
1 - 5	1 Principal Investigator in US	Should include faculty buy-out and university administrative costs (as with graduate assistants). 1 course buy-out per semester each academic year, summer salary, and fringes.
1-5	2 In-country project faculty mentors	To work as primary liaison with US-based PI, as long as sufficient PI time is bought out, this position could be regarded as about ¼ time for one senior faculty member in the PUCMM and the INTEC

DR Evaluation Activity

1 – 5	8 - 10 junior evaluation assistants in the DR	Will be involved in instrument development and validation, as well as main data collections. Participation in project could include the earning of University graduate academic credit. 2 to 4 at each of INTEC and PUCMM, 1 each from relevant NGOs.
1 - 5	Test development team	Possibly will hire 'Pruebas Nacionales' team. Most intensive research and development work would take place in years 1 – 2, with fielding of tests concurrent with surveys in years 2 – 5.
1 - 5	Dominican senior curriculum specialist in Mathematics	Aid in the development and calibration of Mathematics ACF (and translation key to TIMSS Mathematics Framework) and aid in validation and development of achievement test and educational opportunities measures. Most substantial commitment would be Year 1, with recurring short term involvement years 2-5
1 - 5	Dominican senior curriculum specialist in Spanish-language	Will spearhead development of Spanish Language ACF and aid in validation and development of achievement test and educational opportunities measures. Most substantial commitment would be Year 1, with recurring short term involvement years 2-5
1 - 5	Sampling and Test Calibration / Scaling Consultant	Must be conversant in both test calibration / scaling and sampling. Familiarity with complexities of sampling in the context of complicated age-grade structure in the DR essential. Perhaps 3 months work throughout the project, distributed across each year
1 - 5	Data banking, handling, management Specialist.	Perhaps 2 months work in year 1, with a budget for 1 month yearly from years 2 - 5
1 - 5	Test item banking Specialist	Perhaps 2 months work in 1, with a budget for 1 month yearly from years 2 - 5
1 – 5	Teacher incentives	Some monetary stipend or other incentive for teachers participating in research and development effort, and other special validation and data collection activities
2 - 5	Use of high-speed electronic scoring equipment	Possibly the equipment of the 'Pruebas Nacionales' or national census could be considered the contribution of the government of the Dominican Republic to the activity.
2 - 3	Budget for printing and distribution of surveys, achievement instruments. Twice each year (due to longitudinal component)	Specific numbers to be determined as a result of sampling plan. It is important to consider likely logistical costs including travel. Negotiations with evaluation group and Dominican SEE could result in an arrangement to share personnel / costs for this item – possibly this will represent instruments for approximately 400 schools yearly.

Cost Analysis

(To be completed)

Contact information for contract / grants offices at:

INTEC: Miriam Bobadilla – ph: 567-9271, ext 235 (miriamb@mail.intec.edu.do)

PUCMM: Inmaculada Adames – ph: 580-1962 ext 270
(iadames@pucmmsti.edu.do) or Sarah Gonzalez de Lora
(sarahgonzalez@pucmmsti.edu.do) , extensions: 238,224 or 490)

University at Albany / State University of New York:

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Performance monitoring plan

Sub-IR 8.3.1: Improved Policies for Education Quality

Indicator: Milestone scale of policy reform process

Strategic Objective 8: Increased Sustainable Economic Opportunities for the Poor

Intermediate Result 8.3:

Sub-Intermediate Result 8.3.1: Evaluation

Indicator 8.3.1: Analytical Curriculum Framework

DESCRIPTION *(Refer to Toolkit Part 2, Task 2)*

Precise Definition(s): A tool to create taxonomies of the intended curriculum in mathematics and Spanish language for purposes of development of achievement measures and measures of educational opportunities

Unit of Measure: 2 completed analytical frameworks: Mathematics and Spanish language

Disaggregated by: n/a

Justification/Management Utility: Fundamental tool for design and execution of the measures envisaged in this activity

PLAN FOR DATA ACQUISITION BY USAID *(Refer to Toolkit Part 2, Task 3)*

Data Collection Method: Continuous progress review

Method of Acquisition by USAID: Collection from activity director

Data Source(s): activity

Frequency/Timing of Data Acquisition: Once, first year of activity

Estimated Cost of Data Acquisition: Low cost – part of regular monitoring

Responsible Individual(s) at USAID: CTO

DATA QUALITY ISSUES *(Refer to Toolkit Part 2, Task 4)*

Date of Initial Data Quality Assessment: n/a

Known Data Limitations and Significance (if any): n/a

Actions Taken or Planned to Address Data Limitations: n/a

Date of Future Data Quality Assessments: n/a n/a

Procedures for Future Data Quality Assessments:

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING *(Refer to Toolkit Part 2, Task 6)*

Data Analysis: n/a

Presentation of Data: A multi-aspect list of categories to serve in a categorical-scale measurement system of the intended curriculum in the Dominican Republic

Review of Data: Review with implementing partners for SO8/Mission semi-annual reports

Reporting of Data:

OTHER NOTES *(Refer to Toolkit Part 2, Task 5)*

Notes on Baselines/Targets:

Location of Data Storage: SO8 Files

Other Notes: None

THIS SHEET LAST UPDATED ON: 7/16/2004

Sub-IR 8.3.1: Improved Policies for Education Quality**Indicator:** Milestone scale of policy reform process**Strategic Objective 8:** Increased Sustainable Economic Opportunities for the Poor**Intermediate Result 8.3:****Sub-Intermediate Result 8.3.1:** Evaluation**Indicator 8.3.2:** Curriculum Analysis Data**DESCRIPTION** (*Refer to Toolkit Part 2, Task 2*)

Precise Definition(s): Result of the use of ACF (indicator 8.3.2) – content analysis data of intended curriculum in mathematics and Spanish – two types of data: Topic-Trace Mapping, depicting sequence of intended opportunities in these subjects across primary and secondary school and, Modified Document Analysis data, in-depth coding of textbooks, programs of study, for focal grades of the study

Unit of Measure: 2 completed and clean databases, a combined report

Disaggregated by: Mathematics and Spanish language, focal grades

Justification/Management Utility: Required to design test and survey blueprints

PLAN FOR DATA ACQUISITION BY USAID (*Refer to Toolkit Part 2, Task 3*)

Data Collection Method: Continuous progress review

Method of Acquisition by USAID: Collection from activity director

Data Source(s): activity

Frequency/Timing of Data Acquisition: Once, first year of activity

Estimated Cost of Data Acquisition: Low cost – part of regular monitoring

Responsible Individual(s) at USAID: CTO

DATA QUALITY ISSUES (*Refer to Toolkit Part 2, Task 4*)

Date of Initial Data Quality Assessment: n/a

Known Data Limitations and Significance (if any): n/a

Actions Taken or Planned to Address Data Limitations: n/a

Date of Future Data Quality Assessments: n/a

Procedures for Future Data Quality Assessments: n/a

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING (*Refer to Toolkit Part 2, Task 6*)

Data Analysis: Graphical and tabular descriptive statistics

Presentation of Data: Tables, graphs in written report in addition to data file

Review of Data: Review with implementing partners for SO8/Mission semi-annual reports

Reporting of Data: written report

OTHER NOTES (*Refer to Toolkit Part 2, Task 5*)

Notes on Baselines/Targets:

Location of Data Storage: SO8 Files

Other Notes: None

THIS SHEET LAST UPDATED ON: 7/16/2004

Sub-IR 8.3.1: Improved Policies for Education Quality**Indicator:** Milestone scale of policy reform process**Strategic Objective 8:** Increased Sustainable Economic Opportunities for the Poor**Intermediate Result 8.3:****Sub-Intermediate Result 8.3.1:** Evaluation**Indicator 8.3.3:** Test blueprint and rotation design**DESCRIPTION** (*Refer to Toolkit Part 2, Task 2*)**Precise Definition(s):** Based upon the curriculum analysis (indicator 8.3.2) A blueprint for achievement testing specifying: focal grades, reporting categories (scales) in each content domain, rotation scheme (for domain sampling)**Unit of Measure:** A combined report describing test design including table-format blueprints for each instrument**Disaggregated by:** Mathematics and Spanish language, focal grades**Justification/Management Utility:** Required to design tests and survey blueprints**PLAN FOR DATA ACQUISITION BY USAID** (*Refer to Toolkit Part 2, Task 3*)**Data Collection Method:** Continuous progress review**Method of Acquisition by USAID:** Collection from activity director**Data Source(s):** activity**Frequency/Timing of Data Acquisition:** Once, first year of activity**Estimated Cost of Data Acquisition:** Low cost – part of regular monitoring**Responsible Individual(s) at USAID:** CTO**DATA QUALITY ISSUES** (*Refer to Toolkit Part 2, Task 4*)**Date of Initial Data Quality Assessment:** n/a**Known Data Limitations and Significance (if any):** n/a**Actions Taken or Planned to Address Data Limitations:** n/a**Date of Future Data Quality Assessments:** n/a**Procedures for Future Data Quality Assessments:** n/a**PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING** (*Refer to Toolkit Part 2, Task 6*)**Data Analysis:** n/a**Presentation of Data:** textual description and tabular specification of reporting categories, rotation scheme**Review of Data:** Review with implementing partners for SO8/Mission semi-annual reports**Reporting of Data:** written report**OTHER NOTES** (*Refer to Toolkit Part 2, Task 5*)**Notes on Baselines/Targets:****Location of Data Storage:** SO8 Files**Other Notes:** None

THIS SHEET LAST UPDATED ON: 7/16/2004

Sub-IR 8.3.1: Improved Policies for Education Quality

Indicator: Milestone scale of policy reform process

Strategic Objective 8: Increased Sustainable Economic Opportunities for the Poor

Intermediate Result 8.3:

Sub-Intermediate Result 8.3.1: Evaluation

Indicator 8.3.4: Test subject sampling frame

DESCRIPTION (Refer to Toolkit Part 2, Task 2)

Precise Definition(s): Based upon the curriculum analysis (indicator 8.3.2) decisions will be made regarding focal grades and samples and a list defining the populations of interest will be compiled

Unit of Measure: A combined report describing test design including table-format blueprints for each instrument

Disaggregated by: Mathematics and Spanish language, focal grades

Justification/Management Utility: Required to design analyses

PLAN FOR DATA ACQUISITION BY USAID (Refer to Toolkit Part 2, Task 3)

Data Collection Method: Continuous progress review

Method of Acquisition by USAID: Collection from activity director

Data Source(s): activity

Frequency/Timing of Data Acquisition: Once, first year of activity

Estimated Cost of Data Acquisition: Low cost – part of regular monitoring

Responsible Individual(s) at USAID: CTO

DATA QUALITY ISSUES (Refer to Toolkit Part 2, Task 4)

Date of Initial Data Quality Assessment: Quality of data regarding schools, students and teachers in DR are likely poor, as SEE records have proven wanting in the past

Known Data Limitations and Significance (if any): Poor quality data for sampling frame will affect statistical conclusion validity of evaluation

Actions Taken or Planned to Address Data Limitations: All opportunities to assess and enhance quality of sampling frame data will be taken advantage of – particularly consultation of records in US AID sponsored-school programs, and those of NGOs conducting school-level work

Date of Future Data Quality Assessments: continuous

Procedures for Future Data Quality Assessments: final assessment of data quality – with recommendations for specific enhancements for future work, will be an objective of the activity

PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING (Refer to Toolkit Part 2, Task 6)

Data Analysis: n/a

Presentation of Data: Textual description and tabular blueprints specifying design

Review of Data: Review with implementing partners for SO8/Mission semi-annual reports

Reporting of Data: written listing of population elements.

OTHER NOTES (Refer to Toolkit Part 2, Task 5)

Notes on Baselines/Targets:

Location of Data Storage: SO8 Files

Other Notes: None

THIS SHEET LAST UPDATED ON: 7/16/2004

Sub-IR 8.3.1: Improved Policies for Education Quality**Indicator:** Milestone scale of policy reform process**Strategic Objective 8:** Increased Sustainable Economic Opportunities for the Poor**Intermediate Result 8.3:****Sub-Intermediate Result 8.3.1:** Evaluation**Indicator 8.3.5:** Test subject sample**DESCRIPTION (Refer to Toolkit Part 2, Task 2)**

Precise Definition(s): Based upon sampling frame, a stage-random sample will be likely be drawn. Stage sampling is a combination of cluster and stratified random sampling, appropriate for use when no single sampling frame exists, but rather separate lists of populations – schools, students – this design usual controls for possibility of confounding due to isolation of population members. However, a final decision regarding precise type of sampling will await completion of sampling frame.

Unit of Measure: list of sample members**Disaggregated by:** reporting strata and clusters**Justification/Management Utility:** Required to design analyses**PLAN FOR DATA ACQUISITION BY USAID (Refer to Toolkit Part 2, Task 3)****Data Collection Method:** Continuous progress review**Method of Acquisition by USAID:** Collection from activity director**Data Source(s):** activity**Frequency/Timing of Data Acquisition:** Depending upon final decisions regarding evaluation design (i.e.: achievement and / or learning study – once a year**Estimated Cost of Data Acquisition:** Low cost – part of regular monitoring**Responsible Individual(s) at USAID:** CTO**DATA QUALITY ISSUES (Refer to Toolkit Part 2, Task 4)****Date of Initial Data Quality Assessment:** Quality of sample will depend on quality of sampling frame**Known Data Limitations and Significance (if any):** Poor quality data for sampling frame will affect sample and hence statistical conclusion validity of evaluation**Actions Taken or Planned to Address Data Limitations:** All opportunities to assess and enhance quality of sampling frame data will be taken advantage of – particularly consultation of records in US AID sponsored-school programs, and those of NGOs conducting school-level work**Date of Future Data Quality Assessments:** continuous**Procedures for Future Data Quality Assessments:** final assessment of data quality – with recommendations for specific enhancements for future work, will be an objective of the activity**PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING (Refer to Toolkit Part 2, Task 6)****Data Analysis:** n/a**Presentation of Data:** list of sample members, strata and clusters**Review of Data:** Review with implementing partners for SO8/Mission semi-annual reports**Reporting of Data:** written listing of population elements.**OTHER NOTES (Refer to Toolkit Part 2, Task 5)**

DR Evaluation Activity

Notes on Baselines/Targets:

Location of Data Storage: SO8 Files

Other Notes: None

THIS SHEET LAST UPDATED ON: 7/16/2004

Sub-IR 8.3.1: Improved Policies for Education Quality**Indicator:** Milestone scale of policy reform process**Strategic Objective 8:** Increased Sustainable Economic Opportunities for the Poor**Intermediate Result 8.3:****Sub-Intermediate Result 8.3.1:** Evaluation**Indicator 8.3.6:** Tests**DESCRIPTION** (*Refer to Toolkit Part 2, Task 2*)**Precise Definition(s):** Based upon Test Blueprint, items will be developed and final test forms produced**Unit of Measure:** Achievement tests, by subject matter, rotation design, focal grades**Disaggregated by:** above**Justification/Management Utility:** One of the primary categories of measurement tools of activity**PLAN FOR DATA ACQUISITION BY USAID** (*Refer to Toolkit Part 2, Task 3*)**Data Collection Method:** Continuous progress review**Method of Acquisition by USAID:** Collection from activity director**Data Source(s):** activity**Frequency/Timing of Data Acquisition:** Depending upon final decisions regarding evaluation design – once a year**Estimated Cost of Data Acquisition:** Low cost – part of regular monitoring**Responsible Individual(s) at USAID:** CTO**DATA QUALITY ISSUES** (*Refer to Toolkit Part 2, Task 4*)**Date of Initial Data Quality Assessment:** Development of tests will include procedures for validation and reliability assessment**Known Data Limitations and Significance (if any):** n/a**Actions Taken or Planned to Address Data Limitations:** n/a**Date of Future Data Quality Assessments:** continuous**Procedures for Future Data Quality Assessments:** final assessment of data quality – with recommendations for specific procedures to enhance validity and reliability of educational measures in the DR will be a product of this activity**PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING** (*Refer to Toolkit Part 2, Task 6*)**Data Analysis:** n/a**Presentation of Data:** n/a**Review of Data:** Review with implementing partners for SO8/Mission semi-annual reports**Reporting of Data:** test instruments**OTHER NOTES** (*Refer to Toolkit Part 2, Task 5*)**Notes on Baselines/Targets:****Location of Data Storage:** SO8 Files**Other Notes:** None

THIS SHEET LAST UPDATED ON: 7/16/2004

Sub-IR 8.3.1: Improved Policies for Education Quality**Indicator:** Milestone scale of policy reform process**Strategic Objective 8:** Increased Sustainable Economic Opportunities for the Poor**Intermediate Result 8.3:****Sub-Intermediate Result 8.3.1:** Evaluation**Indicator 8.3.7:** Final database design for data management and handling**DESCRIPTION** (*Refer to Toolkit Part 2, Task 2*)**Precise Definition(s):** Based upon Test Blueprints and Educational Opportunities survey design, a comprehensive research data management plan will be produced – including item banking, and database schemes.**Unit of Measure:** n/a**Disaggregated by:** n/a**Justification/Management Utility:** the fundamental data source for analyses**PLAN FOR DATA ACQUISITION BY USAID** (*Refer to Toolkit Part 2, Task 3*)**Data Collection Method:** Continuous progress review**Method of Acquisition by USAID:** Collection from activity director**Data Source(s):** activity**Frequency/Timing of Data Acquisition:** Depending upon final decisions regarding evaluation design – once a year**Estimated Cost of Data Acquisition:** Low cost – part of regular monitoring**Responsible Individual(s) at USAID:** CTO**DATA QUALITY ISSUES** (*Refer to Toolkit Part 2, Task 4*)**Date of Initial Data Quality Assessment:** n/a**Known Data Limitations and Significance (if any):** n/a**Actions Taken or Planned to Address Data Limitations:** n/a**Date of Future Data Quality Assessments:** continuous**Procedures for Future Data Quality Assessments:** n/a**PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING** (*Refer to Toolkit Part 2, Task 6*)**Data Analysis:** n/a**Presentation of Data:** n/a**Review of Data:** Review with implementing partners for SO8/Mission semi-annual reports**Reporting of Data:** Plan will specify all procedures for documentation, data acquisition and verification, data inventory, and process monitoring.**OTHER NOTES** (*Refer to Toolkit Part 2, Task 5*)**Notes on Baselines/Targets:****Location of Data Storage:** SO8 Files**Other Notes:** None

THIS SHEET LAST UPDATED ON: 7/16/2004

Sub-IR 8.3.1: Improved Policies for Education Quality**Indicator:** Milestone scale of policy reform process**Strategic Objective 8:** Increased Sustainable Economic Opportunities for the Poor**Intermediate Result 8.3:****Sub-Intermediate Result 8.3.1:** Evaluation**Indicator 8.3.8:** Testing data**DESCRIPTION** (*Refer to Toolkit Part 2, Task 2*)**Precise Definition(s):** data resulting from student achievement tests.**Unit of Measure:** n/a**Disaggregated by:** n/a**Justification/Management Utility:** a fundamental data source for analyses**PLAN FOR DATA ACQUISITION BY USAID** (*Refer to Toolkit Part 2, Task 3*)**Data Collection Method:** application of tests, once or twice a year, depending upon final evaluation design**Method of Acquisition by USAID:** Collection from activity director**Data Source(s):** activity**Frequency/Timing of Data Acquisition:** Depending upon final decisions regarding evaluation design – once a year**Estimated Cost of Data Acquisition:** costs are part of activity budget**Responsible Individual(s) at USAID:** CTO**DATA QUALITY ISSUES** (*Refer to Toolkit Part 2, Task 4*)**Date of Initial Data Quality Assessment:** n/a**Known Data Limitations and Significance (if any):** n/a**Actions Taken or Planned to Address Data Limitations:** n/a**Date of Future Data Quality Assessments:** continuous**Procedures for Future Data Quality Assessments:** n/a**PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING** (*Refer to Toolkit Part 2, Task 6*)**Data Analysis:** n/a**Presentation of Data:** n/a**Review of Data:** Review with implementing partners for SO8/Mission semi-annual reports**Reporting of Data:** descriptive statistics**OTHER NOTES** (*Refer to Toolkit Part 2, Task 5*)**Notes on Baselines/Targets:****Location of Data Storage:** SO8 Files**Other Notes:** None

THIS SHEET LAST UPDATED ON: 7/16/2004

Sub-IR 8.3.1: Improved Policies for Education Quality**Indicator:** Milestone scale of policy reform process**Strategic Objective 8:** Increased Sustainable Economic Opportunities for the Poor**Intermediate Result 8.3:****Sub-Intermediate Result 8.3.1:** Evaluation**Indicator 8.3.8:** Educational opportunity instrument**DESCRIPTION** (*Refer to Toolkit Part 2, Task 2*)**Precise Definition(s):** instruments for the measurement of classroom and administrative processes that constitute the opportunities to learn Mathematics or Spanish effectively offered in schools / classrooms**Unit of Measure:** n/a**Disaggregated by:** n/a**Justification/Management Utility:** a fundamental data source for analyses**PLAN FOR DATA ACQUISITION BY USAID** (*Refer to Toolkit Part 2, Task 3*)**Data Collection Method:** instruments resulting from year one research and development work**Method of Acquisition by USAID:** Collection from activity director**Data Source(s):** activity**Frequency/Timing of Data Acquisition:** Depending upon final decisions regarding evaluation design – once a year**Estimated Cost of Data Acquisition:** Low cost – part of regular monitoring**Responsible Individual(s) at USAID:** CTO**DATA QUALITY ISSUES** (*Refer to Toolkit Part 2, Task 4*)**Date of Initial Data Quality Assessment:** n/a**Known Data Limitations and Significance (if any):** n/a**Actions Taken or Planned to Address Data Limitations:** n/a**Date of Future Data Quality Assessments:** continuous**Procedures for Future Data Quality Assessments:** n/a**PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING** (*Refer to Toolkit Part 2, Task 6*)**Data Analysis:** n/a**Presentation of Data:** n/a**Review of Data:** Review with implementing partners for SO8/Mission semi-annual reports**Reporting of Data:** finished instruments**OTHER NOTES** (*Refer to Toolkit Part 2, Task 5*)**Notes on Baselines/Targets:****Location of Data Storage:** SO8 Files**Other Notes:** None

THIS SHEET LAST UPDATED ON: 7/16/2004

Sub-IR 8.3.1: Improved Policies for Education Quality**Indicator:** Milestone scale of policy reform process**Strategic Objective 8:** Increased Sustainable Economic Opportunities for the Poor**Intermediate Result 8.3:****Sub-Intermediate Result 8.3.1:** Evaluation**Indicator 8.3.9:** Educational opportunity data**DESCRIPTION** *(Refer to Toolkit Part 2, Task 2)***Precise Definition(s):** data resulting from application of instruments for the measurement of classroom (8.3.8)**Unit of Measure:** n/a**Disaggregated by:** n/a**Justification/Management Utility:** a fundamental data source for analyses**PLAN FOR DATA ACQUISITION BY USAID** *(Refer to Toolkit Part 2, Task 3)***Data Collection Method:** application of surveys and cross-validating observations and interviews once or twice a year, depending upon final evaluation design**Method of Acquisition by USAID:** Collection from activity director**Data Source(s):** activity**Frequency/Timing of Data Acquisition:** Depending upon final decisions regarding evaluation design – once a year**Estimated Cost of Data Acquisition:** part of activity cost analysis**Responsible Individual(s) at USAID:** CTO**DATA QUALITY ISSUES** *(Refer to Toolkit Part 2, Task 4)***Date of Initial Data Quality Assessment:** n/a**Known Data Limitations and Significance (if any):** n/a**Actions Taken or Planned to Address Data Limitations:** n/a**Date of Future Data Quality Assessments:** continuous**Procedures for Future Data Quality Assessments:** n/a**PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING** *(Refer to Toolkit Part 2, Task 6)***Data Analysis:** descriptive statistics in written report**Presentation of Data:** a final data set, verified and cleaned**Review of Data:** Review with implementing partners for SO8/Mission semi-annual reports**Reporting of Data:** n/a**OTHER NOTES** *(Refer to Toolkit Part 2, Task 5)***Notes on Baselines/Targets:****Location of Data Storage:** SO8 Files**Other Notes:** None

THIS SHEET LAST UPDATED ON: 7/16/2004

Sub-IR 8.3.1: Improved Policies for Education Quality**Indicator:** Milestone scale of policy reform process**Strategic Objective 8:** Increased Sustainable Economic Opportunities for the Poor**Intermediate Result 8.3:****Sub-Intermediate Result 8.3.1:** Evaluation**Indicator 8.3.10:** Learning and educational opportunity evaluation**DESCRIPTION** (*Refer to Toolkit Part 2, Task 2*)**Precise Definition(s):** These are the evaluation results, as called for by this activity**Unit of Measure:** n/a**Disaggregated by:** n/a**Justification/Management Utility:** The final evaluation product**PLAN FOR DATA ACQUISITION BY USAID** (*Refer to Toolkit Part 2, Task 3*)**Data Collection Method:** conduct of relational and descriptive analyses, quantitative and qualitative to assess relative performance of schools and the explanatory factors associated with these differences**Method of Acquisition by USAID:** Collection from activity director**Data Source(s):** activity**Frequency/Timing of Data Acquisition:** Depending upon final decisions regarding evaluation design – once a year beginning in year 2, and one final report at end of year 5**Estimated Cost of Data Acquisition:** part of activity cost analysis**Responsible Individual(s) at USAID:** CTO**DATA QUALITY ISSUES** (*Refer to Toolkit Part 2, Task 4*)**Date of Initial Data Quality Assessment:** n/a**Known Data Limitations and Significance (if any):** n/a**Actions Taken or Planned to Address Data Limitations:** n/a**Date of Future Data Quality Assessments:** continuous**Procedures for Future Data Quality Assessments:** n/a**PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING** (*Refer to Toolkit Part 2, Task 6*)**Data Analysis:** descriptive and inferential statistics, qualitative analyses in written report**Presentation of Data:** Written report**Review of Data:** Review with implementing partners for SO8/Mission semi-annual reports**Reporting of Data:** yearly and end-of-term of activity**OTHER NOTES** (*Refer to Toolkit Part 2, Task 5*)**Notes on Baselines/Targets:****Location of Data Storage:** SO8 Files**Other Notes:** None

THIS SHEET LAST UPDATED ON: 7/16/2004

Timeline

(attached)